

CHAPTER I

INTRODUCTION

This chapter explains six aspects; research background, research problems, research objectives, scope and limitation, research significance, and definition of key terms.

1.1 Research Background

In language teaching there are four basic skill; listening, reading, speaking, and writing (Torky, 2006). Listening and reading as an input, whereas speaking and writing as product skills. Speaking skill as the product of language learning gives the students ability to communicate effectively. In order to master target language in speaking, the students are encouraged to practice some speaking activities such as role-playing, storytelling, debate, discussions, presentations, and others (Gumbaridze, 2012).

Recently, how and when the teacher should correct towards students' error in speaking classes is a controversial topic. Even though there is some tolerance for students' errors, it does not mean that students' errors are permitted (Gumbaridze, 2012). Thus, the students need explicit explanation in a form of learning and practice (Shumin, 2002).

According to Amara (2015), error happens when the students do not master yet in the target language. Therefore, students cannot do self-correction because they still need to master the skills in language learning. Error is also the proof that

teaching and learning process is taking place (Gumbaridze, 2012). Thus, error means that the students learn something even they make some errors in the process.

The key aspect of teaching is including correcting students' errors on their performance (Akhter, 2007). In this process, the teacher can use several strategies of error correction such as correct the students' errors immediately, repeat the students' error by emphasizing the wrong word, repeat the incorrect part by rising intonation, or offer the students another chance (Uysal and Aydin, 2017).

According to Uysal and Aydin (2017), in the 1950s and 1960s, error correction was the main concern in teaching language. Thus, error correction really plays a big part in language pedagogy. The role of error correction itself, should depend on both side, the teacher and students (Akhter, 2007). Thus, it is important for the teacher to monitor students' reaction during error correction process.

According to El Tatawy (2002), there may be a requirement to notice language input between students' first language and the target language. Thus, by using error correction strategies it will give a lot of occasions to observe the gap in language learning. Teacher should pay attention to correct students' errors, especially the kinds of errors that the students tend to make and the strategy to correct students' errors. Thus, error correction process will run smoothly.

In language learning, students always expect their teacher to correct their errors. It is something that a language teacher supposed to do. However, in order to deliver correction that can be fully understood by students, the teacher must consider the best way to correct students' errors. Thus, the correction will not become a negative influence for the students (Cabal, 2015).

As a future teacher or lecturer, it is very important to learn about error correction. It is because students' errors in language learning are inevitable. Thus, the researcher will find a lot of benefits by conducting this research. For the future reference, the researcher will be more prepared how to treat students' errors, especially in speaking class. Since error correction in speaking class mostly is done orally, teacher needs several strategies to use in the correction process. So that the students do not repeat the same errors and can communicate effectively using the target language.

Based on the consideration above, the researcher is interested in analyzing lecturers' strategies on error correction especially in second semester speaking class (ESP) of English language education department at University of Muhammadiyah Malang. The researcher thinks error correction strategy is very important for a future lecturer or teacher. Thus, this research will give more additional knowledge for English language education department's students.

There is a previous study that investigates error correction in language learning. Thus, the researcher uses it as reference to conduct this research. The research entitled "Errors Correction in Foreign Language Teaching" (Amara, 2015). She investigated common errors made by the students in language learning and teacher's attitude towards error correction at Chlef University. She focused more on error analysis.

1.2 Research Problems

Based on the research background above, the research problems can be formulated as follows:

1. What kinds of errors that the lecturers' think should be corrected in speaking class?
2. What strategies that are used by lecturers to correct students' errors in speaking class?

1.3 Research Objectives

The objectives of the research are explained as follows:

1. To know what kinds of errors that the lecturers' think should be corrected in speaking class.
2. To identify the lecturers' strategies on error correction in speaking class.

1.4 Scope and Limitation

The extent of the study is about lecturers' strategies on error correction. In language learning, an analysis of error correction can be done in two skills; writing and speaking skills. It is because writing and speaking skills are the outcome or product of language learning. Therefore, to limit the research the researcher will focus on error correction in speaking skill only. The researcher will do observations in second semester speaking class (ESP) of English language education department to collect the data. In addition, the researcher will interview 4 lecturers who teach second semester speaking class as well.

1.5 Research Significance

Based on the research background and objectives of the study, the researcher expects that this research will contribute a great significance to other

ELT researchers and also speaking teachers or lecturers. This research will give additional knowledge for them.

1. For English teacher or lecturer, this research can be used as a source in teaching and learning process which is about several strategies to correct students' errors in speaking class. The result of the research will give a lot of new additional knowledge about error correction strategies.
2. For other researchers who want to conduct the same topic about error correction, this research can be useful as a valuable reference.
3. To the readers, this research will give more additional knowledge about what happened in teaching and learning process. The reader will know teaching and learning process is not always about the students but the teacher as well.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretations, the researcher will explain some definition of key terms.

1. A strategy is a method that designed to achieve a certain purpose (Oxford Learner's Pocket Dictionary, 2008).
2. Speaking is producing structured verbal utterance to carry meaning (Bailey, 2005).
3. Error correction is a form of feedback given to the students in language learning (Amara, 2015).
4. Mistake is performance error that happens because of students' slip of tongue (Brown, 2000).

Error is systematic deviation when the students have less knowledge in language learning (Jing, Xiaodong, and Yu, 2016).

